

Module for B.Ed Primary/Junior High School Programme

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**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



Ministry of Finance



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Institute of Education, UCC

DEFINING TEACHING AND

INSTRUCTION

WHAT IS TEACHING?

- An activity that is performed by more experience and knowledgeable person with the view of helping a less experienced and knowledge person to learn.
- This implies that the teacher is expected to be a more experienced and knowledgeable person than the learner.
- Teaching involves helping others to learn or to do something, to think and to solve problems and to react in new ways.
- It therefore involves the art of giving information.
- The situation under which the information is given may either be structured or unstructured.

- The important thing however is that the information influences the individual and causes a change in behavior of some sort.
- In our daily life, parents, peers, adult members of the community tell us things that influence us in new ways and change our behavior. To this extent they are all teaching.
- Nacino Brown et al (1882), defines teaching as an attempt to help someone acquire, or change some skill, attitude, knowledge, ideas, or principle.
- It is also explained as an attempt to bring about desirable change in human learning, ability and behavior.
- Moore (1998) also defines teaching as the act of someone trying to assist others to reach their fullest potential in aspects of development.

- Smith and Ragan (1999) : Teaching refers to those learning experiences that are facilitated by a human being (not video, TV, textbook, or computer based program), a real live teacher.
- According to Microsoft ® Encarta ® 2006. Teaching is systematic presentation of facts, ideas, skills, and techniques to students.
- Anyagre Palmas et al, (2003) define teaching as the random or structured information that leads to learning.

SOME TEACHING ACTIVITIES IN THE **CLASS ROOM**

- Marking pupils work
- Organizing classroom work
- Explaining and questioning
- Talking or speaking with people in class
- Listening to pupils responses and reinforcing their behaviour
- Individual work by people
- Giving verbal and non-verbal directions and cues to pupils
- Write points on the chalkboard for pupils to note

TEACHING AS AN ART OR SCIENCE

- Moore (1998) asked the question whether teachers are **born or made**.

TEACHING AS AN ART

- Teaching involves skills such as verbal and non-verbal communicative skills, use of materials, presentation ability, engaging in learning activities etc.
- These skills seem to come automatically to some teachers and not much to others,
- Teaching then can be considered as an art.
- In this case, it is the teacher's competence in **action systems knowledge**
- It involves the skills , and **personality**, the teacher possesses.

- **Personality** may be define as the totality of the physical and psychological characteristics that makes an individual unique, i.e. all the characteristics exhibited by the ideas he/she holds about the teaching and the learning she handles.
- **Action system knowledge** is the teaching skills or methods needed for planning the lesson, making of decisions about what, when and how to teach a particular lesson as well as managing the classroom environment for effective learning.

TEACHING AS A SCIENCE

Teaching as a science is seen in terms of

- the systematically tested theories and approaches to teaching.
- People may have some instinctive characteristics that are good for teaching.
- Scientifically verify those characteristics and then confirm them, before teaching others to use them. This is scientific.
- In teaching it is possible to predict the outcome of some treatment we give to learners, such as verbal praise to pupils.
- You control the behavior of learners by either applying or failing to apply the treatment.

- Searles (1967): teaching is both an art and a science.
- This means that we can practice and become perfect in applying our teaching skills like an art.
- We can also study the scientifically tested strategies and procedures for good teaching, and apply them.

THE CONCEPT OF INSTRUCTION

- Instruction is the structured, ordered information that learners receive in a designed curriculum.
- Instruction is the **creation** and **use** of **environments** in which learning is facilitated (Alessi & Trollip, 2001)
- Lefrancois (1988) explained instruction as the arrangement of outside events in a learning situation aimed at enhancing learning, retention and transfer.
- Driscoll (1994) states that **instruction** is the deliberate arrangement of learning conditions to promote the attainment of some intended goal (learning outcome).

In definitions above;

- **Instruction** is a systematic arrangement of experiences, leading to learners acquiring particular knowledge.
- **Instruction** includes all learning experiences in which the instructional support is carried out by teaching or other forms of mediation.
- The teacher creates the environment for learning through **facilitation**.
- The learner uses the environment created, through **interaction**, to learn.
- Instruction can be **strictly directed** or be much more **open-ended**. Most instruction falls in between these two.
- The arrangement of the learning experiences is intentional or deliberate.

Generally, the process of instruction involves -

- Presentation of information to learners
 - Guidance of learners' first interaction with the instruction material
- Learners practicing the material to enhance fluency and retention
 - Assessment of learners to determine how well they have learned the material and what they should do next

Since the information pupils receive in the classroom is structured, the interaction between the teacher and pupils is more of instruction rather than teaching

- Generally, The purpose of instruction however goes beyond passing examination and acquisition of skills for employment.
- They include skills for relating well with other members of the community as well as
- skills for getting used to change and experience in the society.
- The teacher's main role in the instructional process, therefore, is to harmonize the physical, emotional, social, moral and mental parts of the learner's development with the needs and aspiration of society.

Instruction as a system

- Instruction can be seen in two main ways, namely as a system and as process, each with clearly described parts.

What is a system?

- A system is made up of interrelated parts which work together for a common goal or purpose.

Parts of the instructional system.

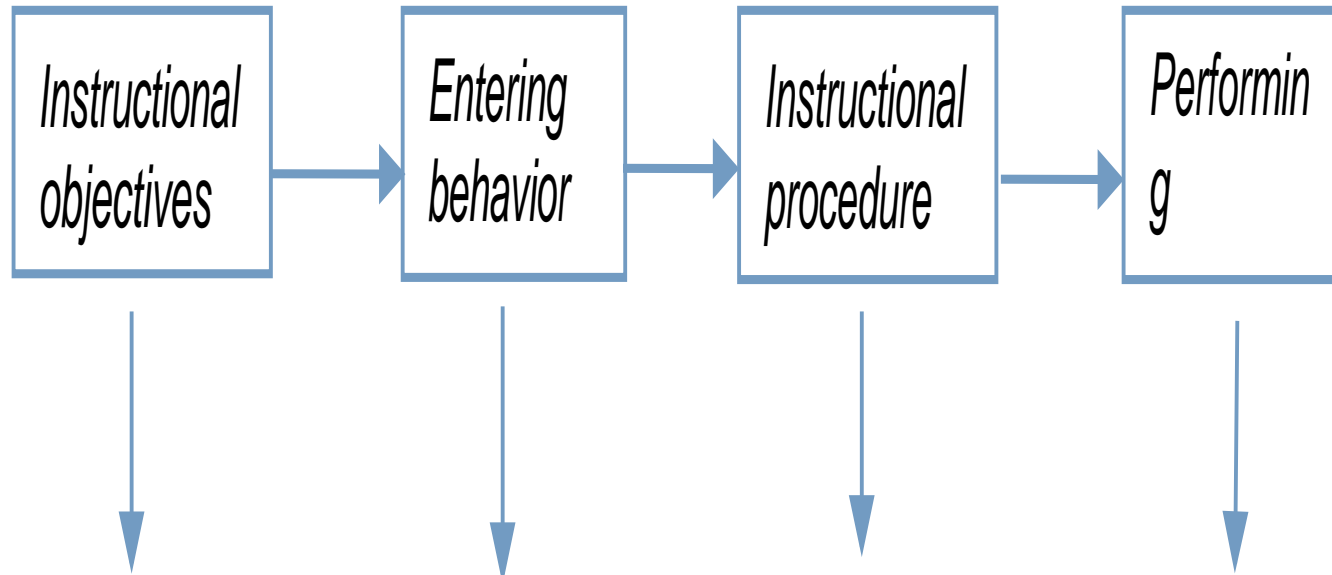
- The instructor or the teacher
- learners/pupils/students
- the search image. item to be learned, small and organized information that is easier to be learned and could be imparted to the pupils during instruction.

Instruction as a process

- Instruction as a process is the way or strategy through which the instructor impacts knowledge to the learner.
- It has parts that are related and these form the instructional mode.
- Since instructional content or search image is transmitted to the learner through various ways, different instructional representations (models) have been made by educational psychologist. Four (4) of such teaching models are;
 - The striped-down model by Robert Glaser
 - The school-learning model by John Carrol.
 - The social-interaction model by Ned Flanders
 - The computer-based teaching model by Lawrence Stolurow and Daniel Davie

- The basic school teaching model, which is also, the striped-down model, divides the instruction process into four (4) related parts. These are;
 - Instructional objectives
 - Entering behavior
 - Instructional procedures
 - Performance assessment.

Related parts of instructional model



Related concepts

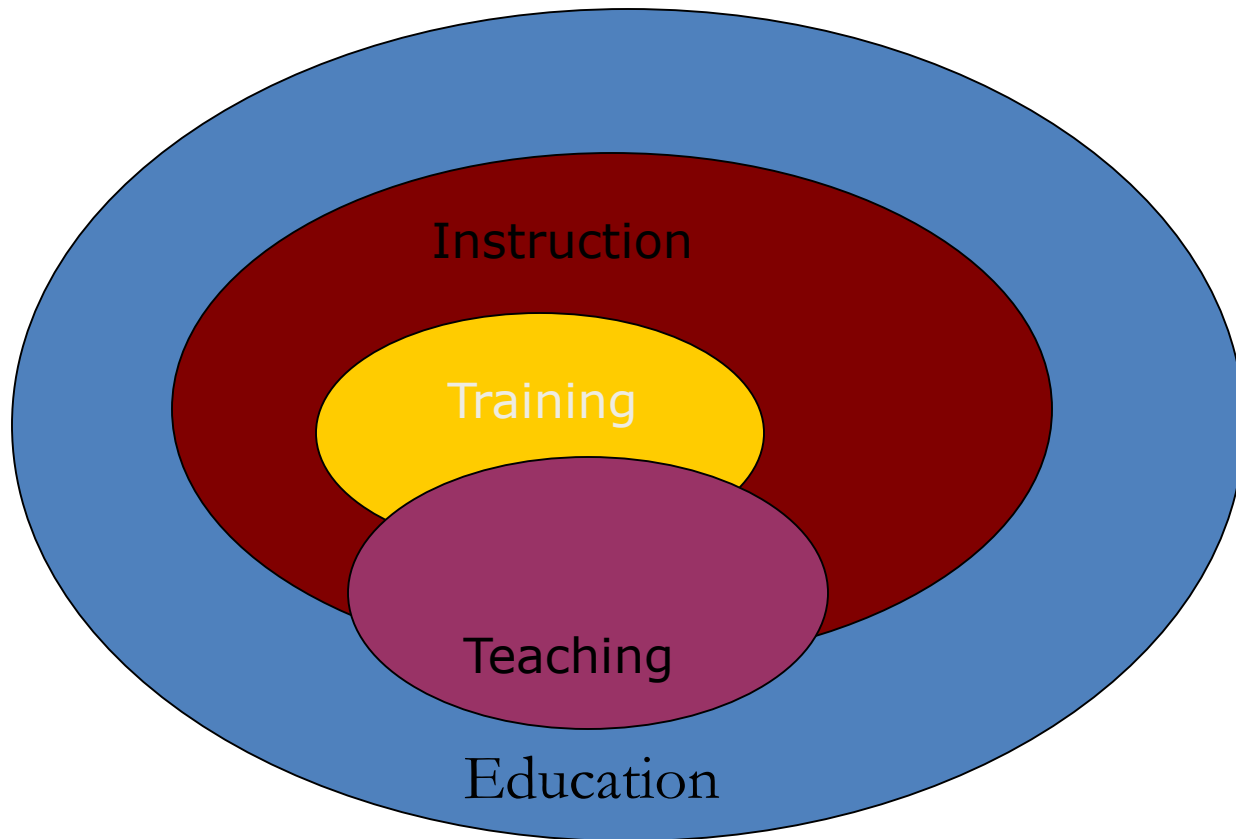
Training

- This refers to those instructional experiences that are focused upon individuals acquiring **very specific** knowledge, skills, or abilities that they will normally apply almost immediately.
- It forms the core of apprenticeships
- Most content of technical colleges or polytechnics are of this kind.
- Training involves an organized attempt to assist learning through instruction, observation, or practice.
- Training goals normally reflect the demands of a job role.
- Today it includes professional development.

Education

- According to Smith & Ragan (1999), education is a broad concept that describes all experiences in which people learn.
- Education is the giving of **intellectual and moral training** to oneself or other people (Oxford Advanced Learner's dictionary)
- Many of these experiences may be are
 - unplanned,
 - incidental, and
 - informal

Difference between Instruction, Educating, Teaching and Training



FACTORS TO CONSIDER IN PLANNING INSTRUCTION

- instructional objectives
- entering behavior of pupils
- pupils' performance
- instructional procedures
- time available for instruction
- the size of the class,
- materials available for instruction
- age of the pupils
- the ability of the pupils
- The syllabus

- *Relate your topics to the goals of education for the nation or your community*
- *Examine the nature of the topic and its place in the syllabus and scheme work.*
- *The objectives you have written for the topic should guide you on how to deliver*
- *The learning environment*

LEARNER CHARACTERISTICS

- **Socio-economic background**
- **The intellectual ability of learners:**
- **Relevant previous knowledge (RPK):**
- **The level of development of your pupils (for activities and examples)**
- **The attitude and motivational characteristics of pupils**

WRITING INSTRUCTIONAL OBJECTIVES;

- **Characteristics of good instructional objective**
- *They must be stated in behavioral terms. This means the action verbs used in stating the objectives should make it capable of being observed and measured. For instance 'by the end of the lesson, pupils should be able to list at least five components of the physical environment of the classroom'. Here, the action verb 'list' can be depicted or acted upon.*
- *Instructional objectives must specify the behavior that the pupils is expected to display at the end of instruction. What the pupil is expected to do at the end of the lesson. Is the pupil expected to list, draw, write or label?*
- *They must specify the condition under which pupils are expected to display that behavior learned, such condition could take different forms. For instance, it could be a time condition, where you will expect pupils to answer some comprehension question within twenty minutes. For instance, whether pupils are going to respond to the comprehension questions in written form or in oral form*
- *They must indicate the acceptable level of performance of the expected behavior. The level of acceptance of the behavior to be displayed is essential when writing your instructional objectives. For instance, an objectives like 'by the end of the lesson, pupils should be able to state features of an insect' may not be specific enough. This is because it is not clear whether one, two or three features are sufficient after four features have been taught. The level of acceptance would therefore mean the teacher has to specify how many features would be acceptable in the minimum for example, by the end of the lesson the pupil will be able to state the four features of an insect.*
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- ***Importance of instructional objectives:***
- *After stating your objectives properly you will be guided to know how much time you will need to achieve that.*
- *With well-stated objectives, you teach with confidence. That is, well-stated objectives will help you to be clear about what you are aiming at.*
- *With well-stated objectives, you are able to monitor pupils achievement step by step and at appropriate levels.*
- *The teaching strategy you will use depend on your objectives. If an oral performance is expected in the end, there should be oral drill in the lesson. Also, if a skill is to be performed in the end, the teaching strategy must include a demonstration and practice exercises.*
- *If learning objectives are well formulated in measurable terms, it becomes easy to use the end performance of the pupils to determine the effectiveness of your teaching.*
- *Well-stated instructional objectives can helps you know how you are progressing towards the achievement of your objectives.*

Comparison of educational and instructional objectives

- *Educational objectives are broad and global while instructional objectives are narrow and specific.*
- *Educational objectives are lifelong issues while instructional objectives talk about measurable behavior to be achieved.*
- *Educational objectives are not achievable in one lesson while instructional objectives are.*
- *Educational objectives are national goals that might not necessarily be realistic but instructional objectives are stated in realistic terms.*
- *Educational objectives targets end of program or course but instructional objectives are to be achieved at the end lesson.*
- *Instructional objectives specify the conditions under which the expected terminal behavior should be demonstrated while educational objectives do not give any conditions.*

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PREPARING TO TEACH

- The first step is to prepare a Scheme of work, also known as the weekly forecast

WEEK	WEEK ENDING	UNIT/ TOPICS	REF.	TLM	REMARKS

Importance of preparing scheme of work

- Helps teacher to know in advance the amount of work he has to do each term, week and day.
- Enables a substitute teacher to know where to continue in the absence of the class teacher.
- Serves as a record of work for the period.
- Put the syllabus in its natural logical sequence.
- Guides the teacher to read or research for specific information or knowledge.

EXPANDED SCHEME OF WORK (LESSON NOTE)

- This is the detailed plan of activities that the teacher will use to teach the lesson.
- In the absence of the original teacher a substitute teacher will use it.
- The expanded scheme of work can also be the prepared lesson notes of the lesson.

Day & duration	Aspect/topic/sub-topic	Objectives / R. P. K.	TLA	TLM	Core point/application	Evaluation / remarks

FEATURES OF A GOOD LESSON PLAN

A good lesson plan should have;

- **General information or background variable;** this includes
 - ✓ the date for the lesson,
 - ✓ the subject,
 - ✓ references with pages of books from which you made the references,
 - ✓ the class,
 - ✓ average age of pupils,
 - ✓ number on roll,
 - ✓ day, time and duration of the lesson.
 - ✓ These variables provide information that helps you to decide on the appropriateness of lesson delivery, content and strategies.
 - ✓ **Lesson Topic;** Your topics should be short and concise. For example, parts of flowering plant (science) or adjectives (English).

- **Objectives;** your objectives must state the value of the lesson to your learners.
- ✓ The objectives must state what skills, knowledge and attitude your learners are expected to acquire.
- ✓ Your lesson may have more than one objective depending on the time available.
- **Relevant Previous Knowledge (RPK);** the RPK consist of knowledge, skills, ideas and experience that your pupils have already acquired.
- **Teaching Learning Material (TLM)**
- **Teacher/Learner Activities**

- **Core points;**

The skills, attitude, knowledge, ideas and other behavioral outcomes you want to develop in your pupils.

- **Evaluation;** questions, exercises in the course of your lesson, and after the lesson.
- **Remarks;** remarks are written after delivery of the lesson to indicate the level of success achieved and difficulties faced.

IMPORTANCE OF LESSON PLANNING

- Lesson plan enables the teacher to sequence what is to be taught.
- Lesson plan enables the teacher to identify and gather materials required for teaching.
- The teacher becomes confident in presenting the lesson.
- It makes the teacher to research, read and consult some sources of information.
- These make the lesson more interesting.

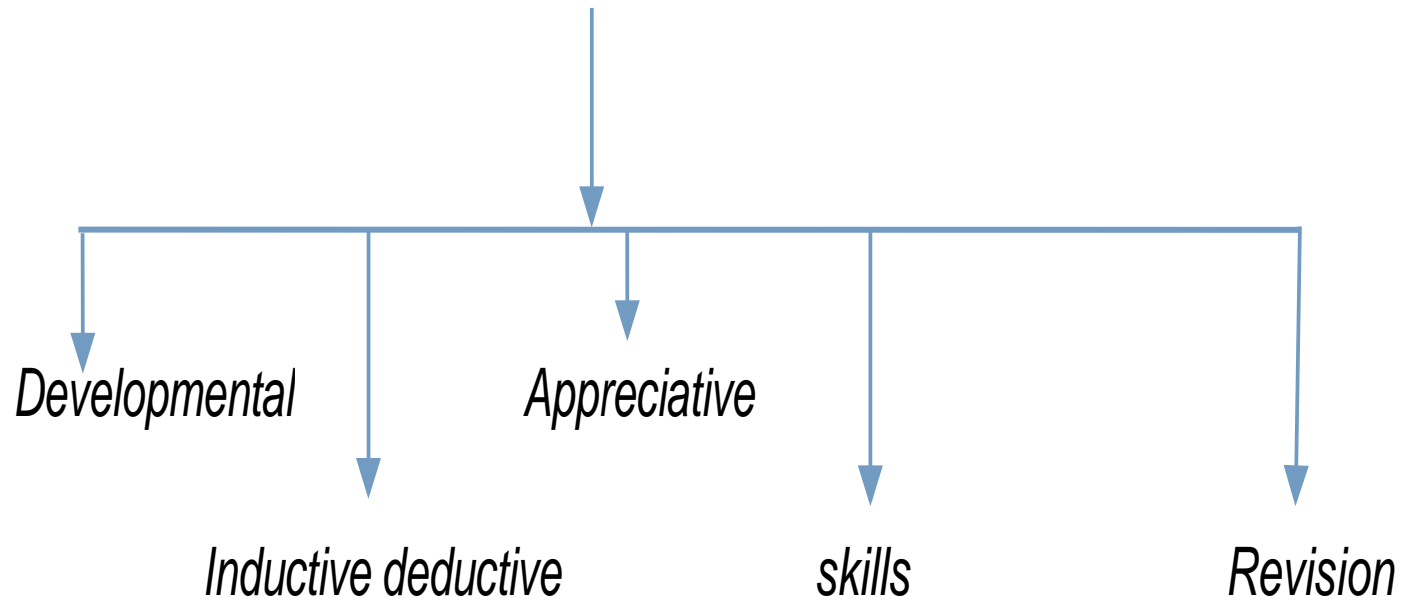
THE NATURE OF A LESSON

- A lesson is a process by which information, skills or concepts are communicated from the teacher to the students.
- A lesson is a learning event comprising a series of sequenced steps involving interactions between learners and materials or teachers towards the achievement of stated goals of instruction.

KINDS OF LESSON

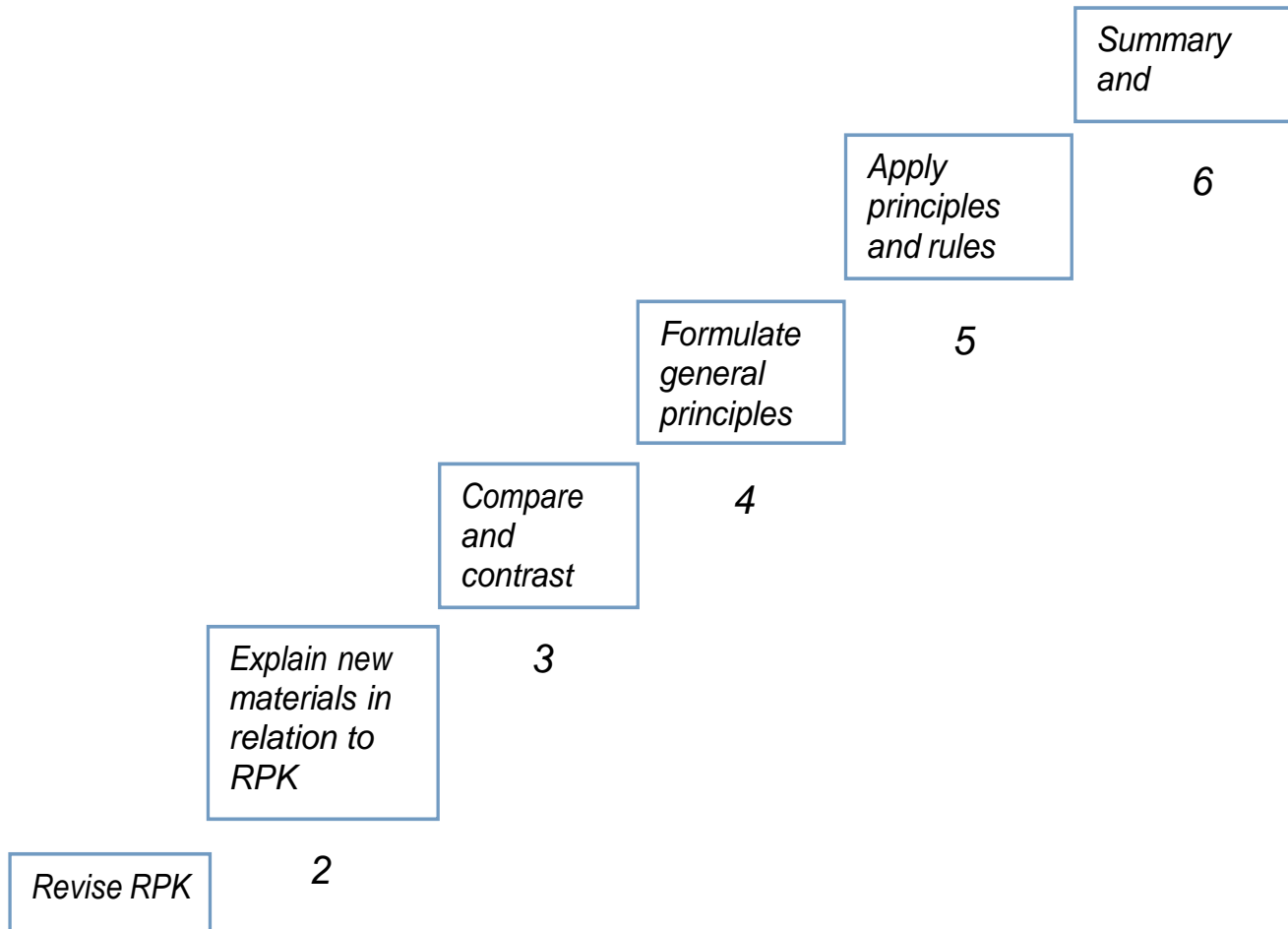
- **A developmental lesson:** to teach new things to pupils..
- **An inductive or deductive lesson:** a special form of developmental lesson used to develop a formula, law, rule or principle such as $(2\pi r)$. It deals with learner inquiry or investigation unlike the first one which focuses on teacher presentation.
- **An appreciation lesson**
- It is the kind of lesson that has the aim of capturing the feeling or attitude of pupils. As a teacher, if you want your pupils to appreciate a certain kind of good behavior, what you use is an appreciation lesson.
- **A skill lesson**
- ✓ This kind of lesson involves learning a procedural, cognitive or psychomotor performance.
- **Revision lesson**
- This is a lesson where the teacher revises all that he/she has taught the pupils so that they will understand it better.

THE LESSON



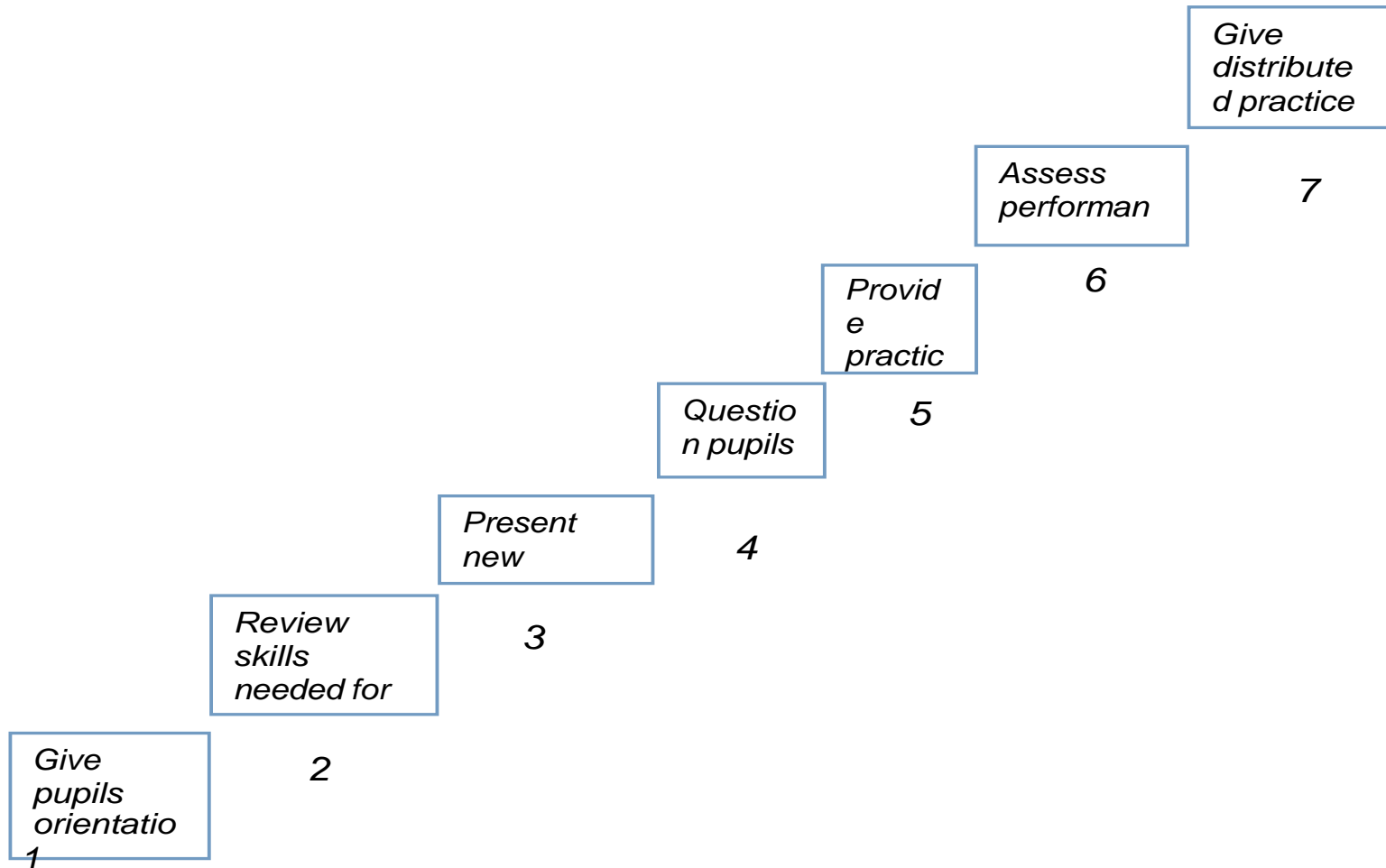
Lesson structure

- The traditional forms of lesson structure made use of what was called the Herbatian steps (named after a great educator called Herbat). The steps were to be followed in a sequence as follows:



CURRENT LESSON STRUCTURE/SLAVIN'S STEPS

procedure is as follows;



ESSENTIAL SKILLS IN LESSON DELIVERY

- Sufficient knowledge and understanding of subject matter
- Using rewards and sanctions effectively.
- Moving swiftly from one activity to another.
- Oral speech and simple language usage.
- Observation skills.
- Maintaining pupils' interest and motivation as you teach.
- Addressing the needs of those with learning difficulties and gifted pupils in terms of subject matter content presented within the lesson

INSTRUCTIONAL MATERIALS

- instructional materials include any material which can be seen or heard and which contributes to the learning process.
- Other names for instructional materials are Audio-Visual aids, teaching aids and educational media.

IMPORTANCE OF INSTRUCTIONAL MATERIALS

- They save the teacher the trouble of providing lengthy verbal explanation.
- They attract the attention of pupils in what is being taught
- Instructional materials also provide an opportunity for pupils to participate in the lesson
- They also make it easier for pupils to understand what they are taught. (the concrete operational stage).

- pupils communicate with each other and the teacher. to improve the vocabulary of pupils.
- Improves ability to transfer or use what has been learnt in everyday life.
- The use of instructional materials also has the advantage of promoting the ability of pupils to remember what they have learnt for a long time.
- promotes self-learning.
- Pupils are provided with useful previous knowledge on which later learning can be based.

CATEGORY ONE OF INSTRUCTIONAL MATERIALS

- **Primary aids:** These include the actual objects as plants, animals and other man-made objects in their natural place or dwelling.
- **Secondary aids;** Secondary aids are mainly models of real objects, built in solid forms. Prepared models such as cubes and cuboids in mathematics, models of houses and airplanes and the like are secondary aids.
- **Tertiary aids:** These include all the man-made materials and equipment that are used to support teaching. Films, photographs, maps, charts, prepared drawings, chalkboard drawings, radio teaching and the like. Tertiary aids are not natural. They are even less natural than secondary aids.

CATEGORY TWO OF INSTRUCTIONAL AIDS

- **Visual materials:** These are materials that are presented to be seen by the pupils. They include the following;
 - **Three dimensional materials,** cooking pots. **specimens** such as flowers, insects, leaves and **Models.**
 - **Printed materials** forms a large proportion of the instructional materials found in most.
 - **Chalkboards** are the commonest and most readily visual material.
 - **Flannel Boards;** they are flat boards made of either plywood or **hardwood** and cut to required dimensions. The board is covered with flannel or felt which is stretched tightly and pins are used to hold the flannel unto the board.

- **Bulletin boards:** these are the boards that we commonly call notice boards.
- **Pictures:** cut out from magazines, old calendars and newspapers for instance, can provide very good illustrations of things we are teaching.
- **Graphic materials:** These are materials, which communicate facts and ideas clearly. They are a combination of drawings, words and pictures. They include line graphs, bar graphs, pie charts, pictorial graphs, diagrams, posters, maps and globes.

- **Audio Aids** Listening is a very important classroom teaching activity.
- **Radio:** Radio programs can be a very useful classroom-teaching source.
- **Tape recorders:** Tape recorders can be used in many ways than radio.
- **Audio-visual Aids**
- It has shown by research that when pupils see and hear at the same time what they are learning about, they remember it for a very long time.
- It is remembered for longer than if they only saw or heard it.

EFFECTIVE USAGE OF INSTRUCTIONAL MATERIALS

Instructional materials by themselves cannot do much to improve or promote learning. Their benefit lies in the professional skills of the teacher in using them. To ensure this, there are a few fundamental steps, which the teacher must take. They include the following.

- **Prepare yourself:**
- **Prepare the materials:**
- **Prepare the environment:**
- **Prepare the pupils:**

- **Use of the materials:**
- All instructional materials you use should be properly introduced to pupils.
- They should be aware of what is important
- you need to seek a second person's opinion about it to ensure that it is not misinterpreted.
- Present the material at an opportune time in your teaching to make it have the best effect.
- Teaching materials should be used with interest. Interest is contagious.

- Present the information contained by the aid in a logical sequence.
- Plan for pupils participation in discussions based in the aid.
- Face your pupils when using the materials as possible. Observe their reactions and attitudes towards it.
- Never use an aid which is likely to offend or annoy somebody.
- Always make sure that your aid suits the topics
- Make sure the aid is suitable or acceptable.
- After teaching, leave the material on view for an appropriate length of time such as one to two weeks

INTERACTION AND COMMUNICATION IN INSTRUCTION TYPES OF CLASSROOM INTERACTION

- Teacher-student interaction
- Student-student interaction
- Whole class interaction
- Small group interaction
- Individual interaction
- Pairs interaction

FEATURES OF WHOLE CLASS INTERACTION

- The teacher instructs and manages the whole class as a unit.
- The teacher identifies the pupils need and sets a standard, which he expects every pupil to reach. The teacher then organizes instruction towards the set standard.
- The size of the class should neither be too large nor too small.
- Pupils must be of fairly equal ability, age and experience.
- The teacher involves all the pupils at once.

MERITS OF WHOLE CLASS INTERACTION

- Children gain academically by learning together.
- It is economical since it saves time, effort and money.
- As children go through the same experiences, they realize they have a common goal.
- This makes them co-operate with each other and develop a team spirit.
- It enables whole class discussions. There is of great value in class discussion under the teachers' guidance, for instance, when dealing with common errors and difficulty.
- Sometimes children are made to compete with each other to excel.
- Children's' interest and activity can easily be stimulated; an activity becomes infectious to the others.
- It becomes easy for the teacher to use some ways of exciting pupils to learn such as by praising them. Praise is more effective when the whole class witness it.

DEMERITS OF WHOLE CLASS INTERACTION

- Individual pupils can easily become inactive or may doze off unnoticed.
- Whole class teaching can encourage passive learning.
- It is teacher centered.
- The teacher can easily assume that all that he says is understood by all the pupils.
- It does not take account of individual differences in ability, experience and emotion development.

GROUP INTERACTION IN TEACHING

- This is the approach whereby the teacher divides the pupils or students into small groups for the purpose of reviewing information or solving problem.
- In this situation each group has a leader and a secretary for the execution of task given.
- Please note that grouping is always done to serve a purpose. Therefore it requires careful planning.
- You will expect the different groups to sit at separate places to work.
- It is not possible for you to be with all of them at the same time. This means that the task you give each group must be clearly explained.
- Another important issue you must note about grouping is that the number of members should not be too many or too small.

TYPES OF GROUPING

- *Ability grouping.*
- *Mixed grouping*
- *Social/friendly grouping*
- *Random grouping*
- *Interest grouping.*

MERITS OF GROUP INTERACTION

- *It makes teaching flexible because different topics can be covered at the same time during group work.*
- *Pupils learn to work as a team, thus creating the spirit of co-operation*
- *It encourages the active participation of all pupils in class work.*
- *It gives group leaders practice in social responsibility.*
- *It breaks the monotony of class teaching and offers pupils more stimulating class activities.*
- *Where materials and equipment are scarce, the group method is the best to use in class interaction.*
- *It develops in pupils self-reliance and discourages their over dependence on the teacher for all knowledge.*
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DEMERITS OF GROUP INTERACTION

- It is time consuming especially in the preparation stage.
- It is not easy to evaluate the contribution of individuals in a group work situation.
- Before pupils get used to group work, the teacher might have to cope with organization and management problems.
- Unless carefully controlled, the noise level in the classroom might be higher than desirable.
- The ordinary classroom space and arrangement may not be suitable for group work involving large number of pupils.
- If not organized before the beginning of the lesson, the shifting around of tables and chairs can waste time.

INDIVIDUAL INTERACTION

- the teacher to offer assistance to individual pupils.
- it enables pupils to work at their own pace.
- addresses the individual differences of pupils.
- it enables each pupil to master a part of the course.
- the teacher spends time exclusively with one pupil, discussing

FEATURES OF INDIVIDUAL INTERACTION

- Learning is made a personal activity in this type of interaction
- Course materials are usually broken into individual units with clearly stated objectives.
- Each part of the course must be mastered before the next one is tackled.
- Time is spent exclusively with one pupils discussing work done.
- At the end of the whole exercise, the pupil takes a test and is provided with instance feedback on performance.

MERITS OF INDIVIDUAL INTERACTION

- It caters for individual differences in that children learn at their own pace and are not put under pressure to cope with others.
- Children are more responsible for their own learning. This makes them initiative.
- It promotes independent learning.
- The teacher gets to know each child better and can identify their strengths and weaknesses and provide appropriate remedies.
- The child receives better personal attention since the teacher knows each child's problems special needs.
- Individualized teaching ensures the full participation and involvement of pupils in the lesson.
- It enables the teacher to monitor each pupil's progress closely since regular feedback is available.
- It is also particular useful for reading lessons.
- There is opportunity for the child to complete against himself and develops real sense of achievement, self-esteem and security.

DEMERITS OF INDIVIDUAL INTERACTION

- Interacting with each child in every period is time consuming.
- Teaching and learning materials and other resources may be inadequate.
- Class control is difficult where the class size is unwieldy.
- It denies children the social and emotional benefits of group work since pupils may isolate by working independently.
- Planning for individual interaction can be energy sapping to the teacher, as a lot of time is needed to prepare for each child.

NON-VERBAL COMMUNICATION IN THE CLASSROOM

TYPES OF NON-VERBAL COMMUNICATION

- **Gestures .**
- **Facial cues** – a smile, a frown,
- **Body movement** include moving towards
- **Head movement** – nodding or shaking the head

ADVANTAGES OF NON-VERBAL COMMUNICATION

- reduces the amount of talking the teacher does in the classroom.
- can improve the communication of classroom concepts being developed by the teacher.
- It gives opportunity for children to get involved in the lesson
- Can be used for reinforcement.
- more powerful than verbal communication in controlling pupils' behavior in a lesson.
- It also raises the level of pupils' response in the classroom.

TEACHER- PUPIL INTERACTION

- Teacher-pupil interaction is the communication that takes place between the teacher and pupils,
- geared towards getting pupils to understand and perform learning tasks presented to them.
- For this to be effective, a conducive atmosphere must exist, a tension free classroom.
- praise and other forms of reward (reinforcement) to encourage pupil's to respond and co-operate.
- Teacher –pupils interaction in the classroom is centered on the give and take strategy known as questioning.
- A question is a statement, which demands a response. Therefore, as the teacher asks questions and pupils respond, so much information is exchanged for learning to take place.

USES OF TEACHER QUESTIONS IN THE CLASSROOM

Questions are asked -

- To find out what the pupils already know about the topic of a lesson, upon which the new knowledge is built or developed.
- to assist pupils to make judgments on an issue or develop a line of argument.
- To arouse interest and sustain it.
- To provoke learners curiosity for them to inquire
- to assess or find out the effect of previous teaching
- to serve as a revision of the main topics being discussed or focus attention on the most salient aspects of the topic being discussed.
- To recognize the pupils' level of intellectual functioning

USES OF PUPIL'S QUESTIONS

Pupils questions -

- encourage class participation and interest in the lesson.
- serve as a means of getting satisfactory answers related to issues or questions on a topic not touched upon in the course of teaching.
- are instruments for satisfying children's curiosity.
- help the teacher to evaluate children's intellectual functioning so that they may adjust to it.
- enable the teacher to deal with the pupils as individual who have their peculiar interest and problems.
- may lead to further research or activity or assignment. For example, homework may be based on the review questions that the pupil may ask.
- serve as a valid area for the appropriate location of pupil's previous knowledge and for the development of a new lesson.
- reveal misconceptions or wrong interpretations of ideas, words and concepts on the topic under discussion.

RATIONALE FOR THE ACQUISITION OF INSTRUCTIONAL SKILLS

Instructional skills include –

- questioning skills,
- class management skills,
- lesson planning skills,
- oral language skills,
- observation skills,
- skills in handling disruptive behavior and many more.

Instructional skill is therefore the ability to structure, order or organize information meaningfully for learners to receive it easily in a lesson.

The acquisition of instruction skills will help teachers to –

- understand and plan instruction activity systematically so that learner potentials will be properly developed.
- interact appropriately with pupils so that they can enjoy learning.
- determine the instruction resources needed to make lesson delivery effective
- make efficient use of time in lesson delivery.
- Be able to reduce pupils misbehaviour considerably.
- adequately engage and keep pupils so busy that they will not have the opportunity to misbehave.
- achieve lesson objectives always, thereby making it possible for pupils to acquire requisite skills and pass their examinations.